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# Reflect, review, renew: how the e-Learning Maturity Model (eMM), a benchmarking tool, encourages reflection, feedback and change

Adam McMillan

John Clayton

The Waikato Institute of Technology

Hamilton

New Zealand



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# Outline

- Introduction
- The e-Learning Maturity Model (eMM)
- The 'E2 process' (staff feedback)
- Enhancing e-learning capability in the 'E2 process' through professional development
- Summary



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# Introduction

- Assessment of e-learning capability is difficult
- Benchmarking - measurement and comparison
- Benchmarking in UK:
  - 2006 – 2008 HEA and JISC amongst 77 HEIs
  - 8 HEIs used the eMM Model (Marshall, University of Victoria, Wellington, New Zealand)
- In Australasia
  - 2004 Australia
  - 2008 19 ITPs in New Zealand used the eMM model



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# Benefits of Benchmarking


- State of e-learning and progress towards embedding e-learning
- Leads to understanding of own position on e-learning, set aspirations and goals for embedding e-learning
- Opportunity for active reflection on e-learning processes, provision and practices in institutions
- Informs strategic planning in the use of technology
- Comparison with rest of sector, but ...
- Improving own practice through self-review



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# The eMM Model

- The e-learning Maturity Model (eMM) is a benchmarking tool designed to ensure that educational organisation investments in e-learning design, development and deployment are meeting the needs of the learners, teachers and the organisation
- In essence it is a self-review framework
- 5 major process areas:

Process category		Brief description
Learning		Processes that directly impact on pedagogical aspects of e-learning
Development		Processes surrounding the creation and maintenance of e-learning resources
Support		Processes surrounding the oversight and management of e-learning
Evaluation		Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle.
Organisation		Processes associated with institutional planning and management





# The eMM Model


- 35 processes, e.g. under the *Evaluation* category there are 3 processes:

<b><i>Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle</i></b>	
E1	Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience
E2	<b>Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience</b>
E3	Regular reviews of the e-learning aspects of courses are conducted

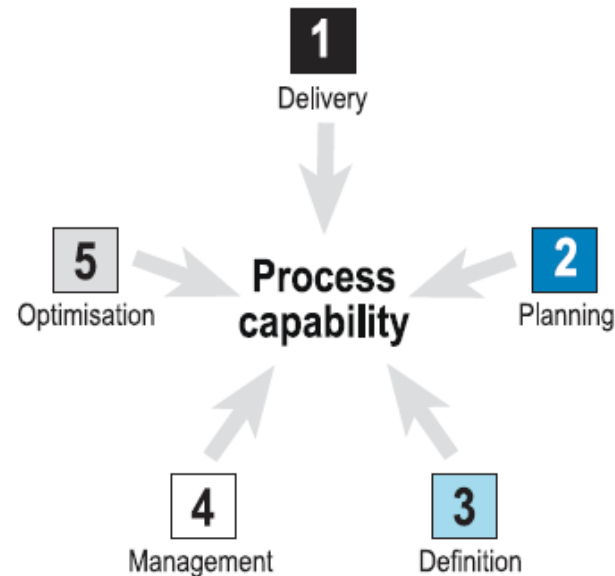


# The eMM Model

- Each process can be assessed across five dimensions



	Delivery	Planning	Definition	Management	Optimisation
Process	1	2	3	4	5



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# The eMM Model

- During an assessment, the 'assessor' will rate performance in each process from 'not adequate' to 'fully adequate'
- Once a process has been assessed, an overall rating is then made for each dimension of the process, with a colour being assigned



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# The eMM Model

The *Delivery* dimension for process E2 “Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience”, has two assessable practices:

E2 Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience	
Assessment	Delivery
<div><div>Partially</div><div></div></div>	Summative feedback collected regularly from teaching staff regarding the quality and effectiveness of their e-learning experience.
<div><div>Largely</div><div>Not</div><div>Partially</div><div>Largely</div><div>Fully</div></div>	Formative feedback collected regularly from teaching staff regarding the quality and effectiveness of their e-learning experience.



# The eMM Model

- Once each dimension within a process has been rated, the results for an institution may be displayed on a pictorial 'carpet' which allows visual comparison of capability within that process across a sector

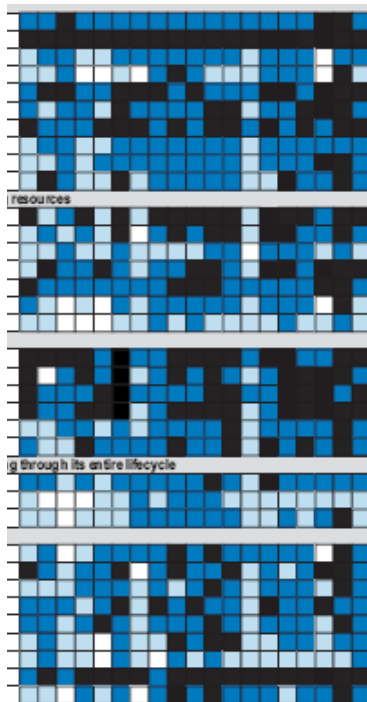
E2: Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience					
	1	2	3	4	5
ITP H					
ITP I					
ITP J					
ITP K					
ITP L					
ITP M					
ITP N					
ITP O					
ITP P					
ITP Q					
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ITP V					
ITP W					
ITP X					
ITP Y					
ITP Z					



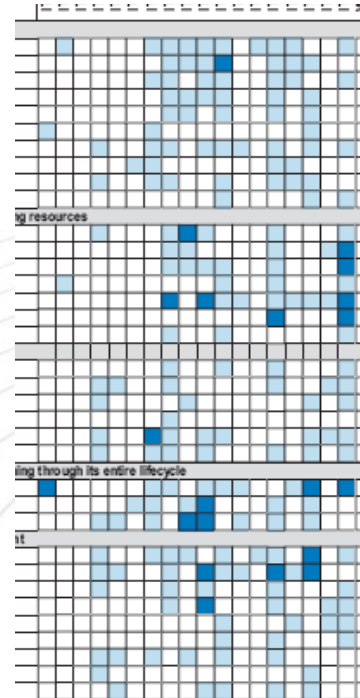
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# The eMM Model

## Delivery



## Optimisation



# The E2 Process

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- E2 “Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience”
  - Wintec rated relatively weakly
  - Feedback largely informal
  - Isolated surveys
  - No systematic analysis



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# Enhancing e-learning capability in the E2 process through professional development at Wintec

*Capability Development* team:

- Academic Developers
- e-learning Developer
- Learning Technologist
- ICT Trainer



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# Enhancing e-Learning capability in the E2 process through professional development at Wintec

- Formal staff evaluation plan (All)
- Induction programme, needs analysis & CDC (M,O)
- Suite of workshops to progressively build capability (D,P)
- Formalised user testing of new technologies (D,P)
- F2F and online fora via Moodle (D,P,M)
- Reflective portfolios (D,P,M)



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# Enhancing e-Learning capability in the E2 process through professional development at Wintec

- Continuous 1:1 e-learning support to staff (D,P,M)
- Annual staff survey – the 3 C's (D,P,Dn)
- Flexible Delivery Champions (All)
- 'Good practice' checklists (Dn)
- Inclusion of e-learning questions in SETMAPs (D,P,Dn)



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## The next stage ...

- Analyse annual needs analysis & CDC outputs
- Gather staff feedback on development opportunities and user testing
- Gauge staff perceptions of e-learning CoP
- Analyse results of annual staff survey
- Evaluate benefits of FD Champions
- Review use of 'good practice' checklists
- Analyse trends in SETMAPs data
- Review formal staff evaluation plan
- Present at ALT-C 2010!



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# Summary

- Benchmarking is challenging, difficult, but beneficial
- Allows cross-sector comparison
- Opportunity to examine, review and reflect
- Can inform future investment of resources
- Highlighted Wintec's weaknesses, in particular the E2 process
- Highlighted Wintec's plans to address its weaknesses



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# Thank you for your attention!



Adam McMillan  
[adam.mcmillan@wintec.ac.nz](mailto:adam.mcmillan@wintec.ac.nz)

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